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OF INTEREST TO CRIPPLED CHILDREN WORKERS

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This Bulletin is a monthly service of the National Society for Crippled Children to its affiliated societies and to its Institutional Members - hospitals, homes, schools, service groups, social work organizations, colleges and universities offering professional training for workers with the crippled, state agencies interested in prevention, treatment, education, or vocational rehabilitation, and interested lay and professional individuals.

Any publication listed or digested here may be borrowed free of charge from the Bureau of Information of the National Society. Bibliographies listing similar articles, or loan package libraries containing additional literature on any of the subjects discussed in these articles, will be sent to any crippled children worker or student on request.

We do not attempt to list or review here articles published in THE CRIPPLED CHILD Magazine or THE CRIPPLED CHILD BULLETIN, because all individuals and organizations receiving this Bulletin also receive these two periodicals and all other publications of the National Society as part of the privilege of their membership.

Further information on the work of the Society, on responsibilities and privileges of institutional membership and on any other phase of work for crippled children will be sent upon request.

Lillian Dowdell

ARTICLES OF GENERAL INTEREST

1

Annual Report of the New Jersey State Elks' Crippled Children Committee, by J. G. Buch, Chairman (State House, Trenton, New Jersey). June 14, 1940. 21 pages. Mimeographed.

Henry, Marguerite. Help wanted! Hygeia, October, 1940. Vol. 18, No. 10, pg. 870.

This article tells the history of occupational therapy, and describes the place it now occupies in the medical field. Information is given about the available training courses, the general salary trends, and other facts of interest to one who might be considering occupational therapy as a vocation.

Holler Park Day Camp for Handicapped Children, 1940 - Report of the Summer Camp Committee, July 8th to August 30th. Milwaukee County Unit, Wisconsin Association for the Disabled, 789 North Van Buren Street, Milwaukee, Wisconsin. 9 pages.

320 children from Milwaukee County were each given one week of "camping" in 1940 by the Milwaukee County Unit of the Wisconsin Association for the Disabled and the National Youth Organization. The latter provided the entire camp personnel; the Milwaukee County Unit and other civic or fraternal organizations supplied bus transportation, food, and craft materials. This report describes the various camp projects undertaken by the children. The projects varied from such well-organized and supervised ones as swimming, rowing, hiking and baseball, to independent or individual ones as crafts, sandbox play, or play with equipment lent by the W. P. A. Toy Lending Project - dolls, wagons, tricycles, swings, teeters, etc.

Hood, Robert C., M.D. Progress report on services for crippled children under Title V, Part 2, of the Social Security Act. The Child, September, 1940. Vol. 5, No. 3, pg. 69.

This is in substance a report presented before the General Advisory Committee on Maternal and Child-Welfare Services, March 4, 1940. Later information has been incorporated where available. It is a terse and comprehensive report, by the Director of the Crippled Children's Division of the U. S. Children's Bureau, of activities throughout the country last year by the Children's Bureau and the official state agencies appointed to administer state crippled children's services under the Social Security Act.

Lewis, Margaret C., M.D. Girl Scouting in institutions for the handicapped. Children's Institutions, October, 1940. Vol. 1, No. 3, pg. 22.

"...The statistics for 1939 show 158 troops composed entirely of handicapped Girl Scouts; some 2525 members in institutions for the blind, deaf, tuberculous, orthopedic, cardiac, and diabetic. ...

"Experience has proven that a joint leadership, one from without and one from within the institution, works out most successfully. The outside leader, well informed in Scout lore but with little knowledge of the handicapped, works closely with the leader drawn from the staff to whom Girl Scouting may be a wholly new adventure but who knows her girls and their particular handicap so well that she is able to guard against both the overzealousness or overcaution which the outside leader might be inclined to exert. ...

"The field ... offers to every girl a chance to explore any one of the ten interests which make up the program and represent pretty much the choices that life has to offer whether within or without a circumscribed four walls. Out-of-Doors, Homemaking, International Friendship, Arts and Crafts, Community Life, Sports and Games, Nature, Health and Safety, Literature and Dramatics, Music and Dancing are the so-called ten fields of interest. ... Beyond these we have found certain values common to both the girl and the institution which make it as an adventure seem most worthwhile. From the standpoint of the girl herself, four points stand out:

1. The happiness and satisfaction of 'belonging' which comes from inclusion in an organization of international scope.
2. The opportunity to share in planning activities. ...
3. Freedom of choice in selecting her special field where she may follow through an activity for which she has a particular liking and aptitude. This contributes definitely to the self dependence and morale of a girl for whom so large a part of life must of necessity be governed by routine.
4. In institutions the carryover of a program such as Crafts into the field of Homemaking, Community Service, Health and Safety, or Literature through the study of the materials used gives so much more satisfaction than can be had from occupational therapy in a 'time filler' role.

"From the standpoint of the institution, Girl Scouting offers equal values for it has been demonstrated so many times that:

1. The morale of the girls is definitely raised when working toward a special goal especially when they know that there are over half a million other girls who believe it to be worthwhile.
2. The Girl Scout laws of truthfulness, loyalty, obedience, right thinking, and cheerful doing which become guide posts for every day living make routine and regulations part of the game to be played rather than burdens to be borne or evaded."

Ludlow, Ann Rice. How much help for the handicapped? Parents' Magazine, October, 1940. Vol. 15, No. 10, pg. 30.

"They handicapped children must battle constantly with the kindly meant sympathy of those whose passionate desire it is to make up to them for their handicap. The whole atmosphere about them is charged with weakening pity. ... If the handicapped child is treated as an equal at home; made to feel independent; allowed to take the normal bumps accepted by the other members of the family; if when his differences must be brought up he is encouraged to discuss them frankly, minimizing his trouble and realizing that he needs to use his other faculties to full advantage; the result will be a well-adjusted personality equipped to withstand the bad effects of unnecessary pity.

"I wish I could impress the parents of handicapped children with my honest conviction that it is far better to risk falls and even physical pain than to be forever shielding them from such a possibility."

Occupational Therapy Workshop for Physically Handicapped Adults to open October 1 in Chicago Women's Club. Quarterly Bulletin of the Illinois Association for the Crippled, September, 1940. Vol. 2, No. 2, pg. 3.

A new venture of the Illinois Association for the Crippled is a workshop to be operated, at first, with the help of volunteer trained occupational therapists. The complete program and plan of operation in this shop are described in this article.

C R I P P L I N G C O N D I T I O N S

Lewin, Philip, M.D. Infantile paralysis - the dreaded "polio." Hygeia, October, 1940. Vol. 18, No. 10, pg. 868.

An article written for the layman on the symptoms, treatment principles, and after-care of poliomyelitis. It is illustrated by a picture chart, "How Infantile Paralysis is Spread," and is accompanied by a list of "Polio-preventives."

Michigan communities fight polio. Michigan Public Health, September, 1940. Vol. 28, No. 9, pg. 167.

"...Unlike the 1939 epidemic which was largely concentrated in Detroit and Wayne county, the 1940 outbreaks in August and early September have been widely

scattered and have occurred in 20 or more counties in the Upper and Lower Peninsulas. [The Journal of the American Medical Association for September 21 states that there were 301 cases in Michigan in August.]

"...Governor Dickinson placed an airplane at the disposal of Dr. H. Allen Moyer, State Health Commissioner, and it was used immediately in the Upper Peninsula. Health officers and consultants were flown to areas where they were needed, and victims of respiratory paralysis were rushed to hospitals where iron lung treatment could be given.

"Within a week, two lives were credited to the use of the airplane, and other lives were credited to state police who speeded paralyzed persons to hospitals. The Coast Guard assisted in one dash...

"At Marquette, ...workmen ... built a respirator out of plywood in three hours, and set it up alongside an iron lung costing \$1500. A vacuum cleaner was used for power. Another iron lung was made out of an oil drum and operated by suction and pressure lines from a regular respirator. ... Special splints to prevent strong, normal muscles from pulling weakened or paralyzed muscles out of position were supplied by the National Foundation for Infantile Paralysis. The Crippled Children Commission paid consultation and orthopedic fees. ...

"Homes with a case of polio were quarantined, as required by state regulations. But beyond that, some communities put a ban on public meetings. In one county, beer gardens were closed. In another, children under 16 were forbidden to appear on the streets. Boy Scouts and Girl Scouts were not allowed to march in a Labor Day parade. Swimming pools and beaches were closed. Children were not permitted in theaters. A CCC camp was quarantined. The Upper Peninsula State Fair was cancelled. The opening of some schools was postponed. ...

"The public mind was turned to a policy of watchfulness and of prompt use of medical resources of proved value. Early medical diagnosis, rest, nursing and orthopedic care, splints and iron lung treatment were the 1940 weapons against infantile paralysis."

Respirators - Locations and Owners. National Foundation for Infantile Paralysis, 120 Broadway, New York City. 1940. 19 pages.

This list was compiled from records available September 1, 1940, and is furnished free for use in emergencies or epidemics of infantile paralysis. It is also meant to serve as a guide whenever the purchase of respirators is contemplated, and thereby help establish a better balanced geographical distribution.

Stevenson, Jessie L., R.N. The Nursing Care of Patients with Infantile Paralysis. National Foundation for Infantile Paralysis, Inc., 120 Broadway, New York City. 1940. 58 pages. 19 illustrations - line drawings. Free.

This pamphlet is intended to assist public health nurses and others responsible for the home care of poliomyelitis patients during and following an epidemic.

Wilson, James L., M. D. The Use of the Respirator in Poliomyelitis. National Foundation for Infantile Paralysis, 120 Broadway, New York City. 1940. 23 pages. Free.

E D U C A T I O N

Cripples' school - Denver's new School for Crippled Children. Time, September 16, 1940. Vol. 36, No. 8, pg. 60.

This article briefly describes and tells the story of "the handsomest and best equipped school for crippled children in the United States." Money supplied by Charles Boettcher and his family, supplemented by a PWA grant, enabled the Board of Education to build the school.

"A progressive school, the School for Crippled Children organized small classes from kindergarten through high school, planned to teach its pupils how to make a living. ... Expensive to run, the School for Crippled Children is free to Denver children, and admits out-of-town pupils for \$300.00 a year."

Laycock, Samuel R., Ph. D. Mental health qualifications for special class teachers. The Journal of Exceptional Children, October, 1940. Vol. 7, No. 1, pg. 4.

"...The mental health of the teacher of any child, exceptional or typical, is vital to that child's development. The only reason why mental health might, conceivably, be more important for special class teachers, is that they have to deal with children that have special handicaps or special gifts and that often have unusual difficulties in making adjustments.

"What, then are the mental health qualifications for special class teachers?

(1) The most important mental health qualification for the teacher of special classes is that she be emotionally mature and have a wholesome emotional life of her own. ... (a) There is no place in a special class for a teacher that is irritable and bad tempered. ... (b) The special class teacher must not be fussy. ... (c) ... must not be a self-pitier either with regard to her work or with regard to her life outside of school. ... (d) ... must not desire to be treated as a baby and to be coddled herself ... (e) ... must not be so starved in her own emotional life that she needs to find in her children love objects on which to lavish her affection ... (f) ... must have grown up in her sex life. ... (g) ... must be free from a sense of frustration and conflict in her own life. ... (h) ... free from feelings of inferiority. ... (i) ... must be patient and sympathetic. ...

(2) The special class teacher must keenly enjoy her work and genuinely respect and like her pupils. ...

(3) The mentally healthy teacher must have worked out for herself a philosophy of life. ... Whatever philosophy the teacher works out it should almost certainly embody a sense of humor towards herself and towards the daily happenings of school. ... A workable philosophy of life should provide for the teacher that sense of unhurriedness and serenity that furnishes a steadying influence to the exceptional child that finds himself trying to live in a world built for typical boys and girls. ...

(4) The mentally healthy special teacher must, as qualities of mind, possess adaptability and flexibility. ...

(5) The mentally healthy special class teacher must have a normal range of human contacts outside her work. ...

(6) The special class teacher that would be mentally healthy must understand her own personality make-up. ...

Mendenhall, Georgiana S., Ph. D. The influence of the arts on the lives of handicapped children. Journal of Exceptional Children, October, 1940. Vol. 7, No. 1, pg. 11.

The author, who is principal of the J. Willis and Elizabeth Martin Orthopedic School of Philadelphia, attempts, by using the stories of many of the handicapped pupils at this school, "to state some of the ways in which behavior has been modified by the opportunity to work voluntarily in the arts; namely, music in its varied forms, dramatics, dancing, painting, crafts, and clay."

"In general I find the handicapped child is eager to do, and to be. His ego is reaching out almost in a frenzied fashion to see what he can do to be more of a person. ...

"Music in some form has an almost universal appeal. ... There are two piano classes in the school, where ten or twelve young people meet twice a week for lessons of a half hour duration. ... They are learning the difference between tone and noise; they are gaining in the ability to evaluate critically, yet generously, each other's attempts. The gain in poise and in self-confidence is noticeably greater than before. These young people need never be overwhelmed with loneliness or self-pity. ... Rhythmics is of great significance in the lives of the kindergarten children. ... Clogs, sticks, and bells are invaluable in developing better coordination in ankylosed fingers, seemingly useless arms, and uncontrolled movements. ...

"Children that could not be reached in any other way have responded to music. Their concentration of attention is developing. They are growing in interest and in ability to follow directions. Quite a bit of mental alertness is acquired by means of their aural and kinesthetic experiences. Nervous, excitable little folks are learning to relax to the strains of quiet music. They, too, are beginning to respond emotionally to different kinds of music. ...

"Dramatics, too, make a distinct contribution to the release of pent-up emotions, inferiority feelings, and inhibitions of all kinds. ...

"Singing is not the least of our sources of happiness. ... Soon we are hoping to extend our choral work in conjunction with shepherd's pipes, which have just been introduced into the school. The pipes furnish another valuable avenue of expression for the handicapped children.

"Dancing is as valuable for the handicapped child, though not quite so spectacular in its results, as dramatics. Almost all therapeutic work for the spastic is based upon rhythm in order to eliminate the bizarre patterns of motion that have been established in the nervous system, and to establish more desirable ones. ... The children realize that dancing is rhythmic motion, and that happiness and beauty of motion can be expressed by any part of the body.

"Folk dancing ... is a great outlet for the social needs of the boys and girls. Good manners, grace, and charm are assets in the dance, and none are so keen to realize these assets as the handicapped child. He wants to be wanted, and he will struggle to meet the requirements. ...

"About forty children, spastic and infantile paralysis cases, have adopted clay as their medium of expression. What a boon it is to them that struggle with such difficulty to hold hard pencils and stiff books! Clay is so soft and so easy to handle. ... Laughing and chatting together with the greatest ease and freedom, all sizes and ages, and all types of handicap sit contentedly together making bowls, animals, statues, and other objects such as they have seen in their own homes, at the zoo, or in books and magazines. ... In the art room one may also learn to draw and to paint. ... Even though economic security may not come to many that are finding satisfaction and happiness in the art room, there are a few graduates from the class that are earning a living in commercial art centers in the city. ..."

O'Keefe, Pattric Ruth. Lucky kids - they go to the R. J. DeLano School. The Journal of Health and Physical Education, October, 1940. Vol. 11, No. 8, pg. 472.

The R. J. DeLano School for Crippled Children in Kansas City, Missouri, is a new school accommodating 113 children from kindergarten to the first year of high school. In this article describing the school, special mention is made of the outdoor asphalt playground and the indoor recreation room, both well marked for games, of the walkers, wheelchairs and other artificial aids to transportation which are provided for school use and planned so they can be duplicated at minimum cost for home use, and of the special facilities for transportation to and from the school, recreation, speech improvement, noon lunches and extra feedings.

Brady, Jules L. A job for the handicapped. National Rehabilitation News, August, 1940. Vol. 5, No. 10, pg. 7.

The author, a successful Chicago patent lawyer who is himself dependent upon crutches, pleads for recognition and elimination of those barriers which make it really undesirable to the employer, in many cases, to employ a handicapped worker. As the chief barrier, in his State at least, he discusses thoroughly the Workmen's Compensation Act.

Elton, Frederic G. Vocational training for the crippled. Public Health Nursing, October, 1940. Vol. 32, No. 10, pg. 620.

Lavos, George, M.A. Individual vocational versatility of orthopedic workers. National Rehabilitation News, October, 1940. Vol. 5, No. 11, pg. 9

"...It is claimed that orthopedic workmen whose vocational possibilities lie in industry cannot be shifted from job to job as production demands require nor follow through a promotional sequence because of the restrictions incumbent upon their defects. ...To throw light on this significant problem in the vocational adjustment of the orthopedic workmen data bearing on the job versatility of orthopedic workmen were obtained from their employers. ...

"Outstanding results of this study are:

1. At least 90 per cent of the group had no special restrictions in the performance of their jobs which were caused by their orthopedic defects.
2. Special restrictions in the performance of the job duties are not associated with either location or degree of disability.
3. Age is associated with limitations in job versatility. Older men tend to have a statistically reliable greater percentage with some limitation in versatility than younger men. Older men also tend to need some modification in the job for which they were originally hired so that they can carry on in spite of their defects.
4. Nearly one-third of the group had changes in the kinds of jobs performed between the time of employment as a physically normal worker and the follow-up which occurred at least one and one-half years later.
5. The variables of age, location and degree of disability are not associated with job status for the various periods.
6. In comparison with the remainder a consistent and greater percentage of the more severely upper-extremity defectives had job changes during all the periods ...
7. Job status between reemployment and follow-up is not reliably associated with any special restrictions in the performance of the duties of the jobs. ...

"A consistent picture of the vocational versatility of orthopedic workers is available. The defect, per se, does not seem to cause any outstanding restriction in versatility. The fact that nearly a third had permanent job changes after disablement and that they were still employed after such change attests to their capacity on new jobs. In both the opinions of employers and in actual job changes these orthopedic workers proved their ability to take up different kinds of work successfully."

This article is accompanied by eleven tables, well explained, showing the statistics of the questionnaire replies from employers from which the above conclusions were drawn.

Oregon's first rehabilitation clinic. National Rehabilitation News, October, 1940. Vol. 5, No. 11, pg. 5.

Describes the "rehabilitation clinic" held by the State Supervisor and two Rehabilitation Agents in Marshfield, Oregon, last July. 43 persons attended the

clinic, among whom were former rehabilitants already placed in employment, trainees whose rehabilitation had already been started, and new applicants who had been previously referred to the rehabilitation service or who had read of the clinic in the newspapers or heard of it through the radio.

"...the disabled persons were called in and interviewed by one of the three men ... The applicant for service was told then to report back the following day. In the meanwhile, the facts of the case were discussed by the committee of three in charge of the clinic. An effort was made to have the agent handling a particular case carry it through to completion within the two days left of the clinic. This meant that the doctor must be contacted, references checked and calls made on prospective training agencies within a certain time. ...

"This initial rehabilitation clinic at Marshfield has very definite objectives, among which are:

1. To serve as a training school or conference for the agents to develop uniform techniques in dealing with clients.
2. To cut down the time between the date on which a client makes application and the date he actually begins training on the job.
3. To provide the opportunity for the committee of three to discuss all phases of each case.

"The success which attended this first clinic from the standpoint of training and efficiency seems to warrant the extension of the experiment in the various counties of the state."

Periodicals

- The Child, Govt. Printing Office, Washington, D. C. Monthly. \$1.00 per year; 10¢ per copy.
- Children's Institutions, Atkins Publishing Co., Inc., 152 West 42nd Street, New York Monthly. \$3.00 per year.
- Hygeia, The American Medical Association, 535 North Dearborn St., Chicago. Monthly. \$2.50 per year; 25¢ per copy.
- Journal of Exceptional Children, 1221 Boston Ave., Flint, Michigan. Monthly, October to May, inclusive. 30¢ per copy.
- Journal of Health and Physical Education, 1201 Sixteenth St., Washington, D. C. Monthly, September to June, inclusive. \$2.00 per year, 35¢ per copy.
- Michigan Public Health, Michigan Department of Health, Lansing, Michigan. Monthly. Free to residents of Michigan.
- National Rehabilitation News, Kathryn D. Lewis, Ed., Room 708, 600 Michigan Blvd., Chicago. Bimonthly. \$1.00 per year, 15¢ per copy.
- Parents' Magazine, 52 Vanderbilt Ave., New York. Monthly. \$2.00 per year; 25¢ per copy.
- Public Health Nursing, 50 West 50th Street, New York. Monthly. \$3.00 per year; 35¢ per copy.
- Quarterly Bulletin of the Illinois Association for the Crippled, 35 East Wacker Drive, Chicago.
- Time, 330 East 22nd Street, Chicago. Weekly. \$5.00 per year; 15¢ per copy.